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ABSTRACT

The most prominent component of successful schools is a motivated teaching staff, with the principal as the key. Motivation is an intrinsic drive toward the fulfillment of personal needs and the improvement of one's perceived status. Teachers who are aware of Abraham Maslow's "Hierarchy of Human Needs" are better able to set personal goals and to assist others in setting goals. Motivation deficiency occurs when an individual is completely frustrated in attempting to gratify a specific need. Decrease in national test scores, participation in union-type activities perceived as demeaning, criticism from the general public, and unmet student demands have all contributed to the failure of teachers to fulfill needs of self-esteem. A principal must assume the responsibility of teacher motivation if the fullest potential of both teachers and students is to be realized. The principal must aggressively utilize all his or her influence and talents to create the synergy that comes when the goals of teachers are the same as the goals of the school. Examples are given of efforts made in several school systems to motivate the professional staff. (Author/LD)

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

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Providing Leadership for . . .

TEACHER MOTIVATION

The most prominent—and common—component of successful schools is a motivated teaching staff. Other factors such as community location, school size, income and occupation of parents, and per pupil expenditure tend to vary from one outstanding school to another. A motivated faculty, one that "makes things happen," is the one constant for all good schools. Without this critical factor the school tends to become ordinary and routine. And, as with other school attributes, the principal is the key to a motivated and dedicated staff.

What Motivation Is

Motivation is an intrinsic drive toward the fulfillment of personal needs and the improvement of one's perceived status. It is influenced strongly by extrinsic factors such as personal values, past achievement, important people in the individual's life, and significant emotional experiences. In practice, the highly motivated individual is a goal setter and a goal achiever. The motivated person enjoys an acute understanding of needs, values, and strengths.

What Motivation Is Not

Many times motivation is thought of as some extrinsic stimulus; for example, a great half-time speech, an encouraging presentation at an assembly or meeting, or some type of monetary or symbolic award for a job well done. These things can be tools used in the motivation process, but no more than tools. They may be used to construct the setting for motivation but they are, in fact, quite superficial when the entire process is considered. Mastering motivation can be a complicated, time-consuming, and difficult process.

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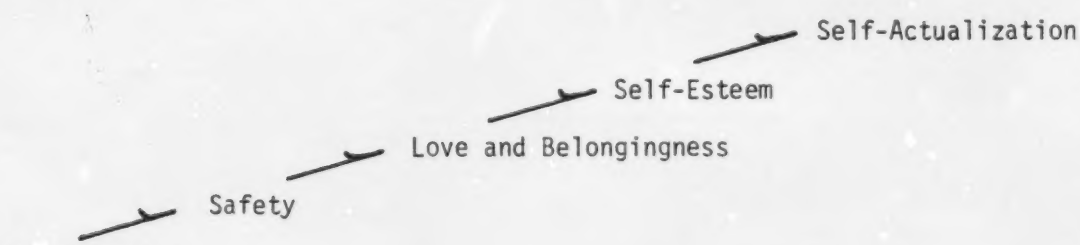
What Motivation Can Do for Schools

Motivation is the key to a successful school. It is the difference between achieving students and unachieving students, good and poor teachers, effective and ineffective administrators; and ultimately it makes the difference between successful and unsuccessful school programs. Where motivation exists, growth occurs. Where growth occurs there are happy and fulfilled people. Motivation, goal achievement, and growth are habit forming and they enhance self-concept.

What Motivates Teachers?

All people (including teachers, students, administrators, etc.) are motivated primarily by their own needs. Selfish as it may seem, this is a fact of life. All people have basic psychological needs that when gratified leave the person with a good, healthy feeling about himself and, therefore, in a much better position to display a good, healthy, and positive attitude toward others. Abraham Maslow[1] outlines these needs for us in hierarchical order:

Hierarchy of Human Needs



Theoretically all people are motivated intrinsically to transcend the hierarchy one step at a time. The basic philosophy behind this hierarchy is that once a person's Physiological needs are gratified (food, drink, shelter, good physical health, etc.) that person is automatically and unwittingly motivated toward gratification of the Safety needs (freedom from physical or psychological threats, security of position, etc.) and on upward toward gratification of the higher needs of Love and Belongingness (the need to be "in" rather than "out," to be loved and to give love), Self-Esteem (the need to feel good about who you are and what you have achieved), and Self-Actualization (when all of the lower needs are gratified and all that one does is directed toward what he wants to be and what he can become).

Generally speaking the higher the level at which a person functions, the more success he will enjoy in goal achievement, the healthier his self-concept will be, and the more able he will be to help others to achieve needs gratification and growth. Being conscious of this hierarchy and developing the skills to determine the need level at which one's self or another individual is functioning allows one to set personal goals or to assist others

1. Abraham Maslow, *Eupsychian Management*, Homewood, Ill.. Richard D. Irwin, Inc., 1965.

in setting goals that will facilitate need gratification. As long as the individual's needs are being met, however tedious the process, that person generally will be a happy, growing, self-respecting, positive, and motivated individual.

Causes, Effects, and Problem Areas of Deficient Motivation

Motivation deficiency occurs when the individual is completely frustrated in attempting to gratify a specific need. An individual may feel that he just cannot do whatever is necessary to fulfill a particular need; he cannot achieve his goals. This situation often occurs when constraints are placed on the person by his employer or supervisor, his union, his family, or other sources. A vast body of knowledge exists regarding the numerous conflict management skills that can be utilized to resolve a particular conflict. The necessary action, however, is not always visible to the frustrated individual.

The effects of this frustration and the corollary lowering of an individual's self-concept may be illustrated in a variety of ways. The two most common are:

- The individual will become withdrawn and/or depressed and will begin to drop out of the specific situation emotionally and mentally, if not physically; or
- The individual will act out against persons in positions of authority whom he perceives as having control of the existing situation.

This "acting out" for a teacher usually takes on the form of complaining to others or a conscious or unconscious effort to upset "the system."

The greatest need deficiency levels for teachers, and probably for most American adults, lie in the areas of Love and Belongingness and Self-Esteem. The rapidity of change in our country, high degree of mobility, escalating divorce rate, and increased conflicts between boards of education and teachers have all affected feelings of teachers at this level. The feeling of self-esteem, which once came naturally with the role of the teacher, is no longer an automatic fringe benefit of the position. Lack of lower need gratification, decrease in national test scores, participation in union-type activities perceived as demeaning, criticism from the general public, lack in personal goal setting and achievement, and unmet student demands have all contributed to the failure to fulfill self-esteem needs. The resolution of problems encountered in meeting needs in the two areas of Belongingness and Self-Esteem pose the greatest challenge to the building principal.

The Role of Values in Need Deficiency and Gratification

Values are those feelings, attitudes, and concepts that we cherish to a greater or lesser degree as a result of personal life experiences. Values play a key role in motivation. Any individual's value system determines how a particular need can be gratified and to what extent a given need exists.

Goals must be achieved without violating the individual's value structure and creating an intrapersonal value conflict. For example, if a teacher values professionalism and financial security but is forced to take part in what are perceived to be unprofessional activities to gain that position, a conflict of values will definitely arise. When such a conflict occurs and is not effectively resolved personal motivation reaches a low ebb. Unfortunately, situations such as these arise at an ever-increasing rate in the teaching profession as the values proposed by some bargaining units to their rank and file members are viewed by many individual teachers as adverse to traditional teacher values.

The Principal's Role in Motivation

Certainly a priority goal of education is the motivation of students to achieve and to enjoy the resultant enhancement of self-concept. The one personal factor most consistently found in direct correlation with school achievement is self-concept. It is a prerequisite to this goal, however, when discussing motivation to remember the old adage that "Enthusiasm is caught—not taught." Though enthusiasm may be displayed in a variety of ways, some subtle, it must exist within the teacher if it is going to exist within most students.

Who then must assume the responsibility for teacher motivation? It is the responsibility of only one person—the principal. He must become the motivational catalyst, for no one else will. His school will never be great and neither teachers nor students will ever perform or grow to their full potential unless the principal assumes this responsibility. This is critical to the success of every student and teacher within the building. A monumental task, yes, but critical to success.

The Principal as a "Significant Other"

If a principal is to be an effective motivator of teachers, he must be viewed by those teachers as a "significant other" person in their lives. That is, he must be loved or liked or respected to the extent that his teachers will change for him. The principal must do what is necessary for him to be perceived as respectable or likeable by his teachers. When considering this definition of a significant other, we must recognize that the respect that once came automatically with the principalship exists all too rarely in present-day situations. It is something today that must be earned. Fear can sometimes be used to create a significant emotional experience and to motivate change and growth; however, its overuse or dependence upon it alone will eventually render the administrator ineffective. An enlightened staff will likely rebel against such treatment.

What the Principal Must Do

In addition to establishing himself as a significant other in the lives of his instructors, the principal's role in motivating staff includes these factors:

- He must understand his own values, strengths, and needs and effectively utilize this information to set personal goals. This will assure his own motivation and self-concept, providing the strength necessary to properly fulfill his challenging assignment.

- He must display enthusiasm for his work and he must work at sustaining teacher enthusiasm.

- He must maintain and actively exercise all channels of communication used by the school network of interpersonal relationships.

- He must understand the values of persons responsible to him; what is most important to them professionally if not personally, collectively if not individually.

- He must know and understand persons responsible to him sufficiently to identify their strengths.

- He must be able to identify the need levels at which each staff member and the total staff are functioning.

- He must synthesize all of the aforementioned data and become catalytically involved with individual staff, school departments, and the total staff in the goal-setting process. Goals must be realistic, consider individual and staff values, utilize individual and staff strengths, and be aimed at the fulfillment of individual and school needs.

- He must support the facilitation of individual and school-wide goals.

- He must provide evaluation and feedback as the school moves toward goal achievement and, if necessary, redirect the goals.

- He must be willing, when the supportive approach fails, to take other steps as necessary to motivate teachers to perform to their fullest potential.

In general the principal must aggressively utilize all of his influence and talents to create the synergy and efficiency that comes when the goals of teachers are the same as the goals of the school. There are many things in addition to the above which can be done, as illustrated below, to implement this theory.

What Is Being Done Now?

Concerted efforts have been made in many school systems to motivate the professional staff. However, all too often the task of motivation is left up to the individual teacher. As a result, minimum contractual obligations often become the guideline for maximum effort exerted. Unfortunately, a maximum effort based upon minimal contractual obligations is seldom sufficient to satisfy the self-esteem needs of any teacher who values "doing a good job," or to create a good situation for attending students. Schools can do better; they can become motivated institutions.

To Illustrate

Powell Senior High School — Powell, Wyo. 82435
Lyle J. Brownlee, Principal

In the Powell School District a task force of students, teachers, lay persons, and administrators was organized to look at school spirit. Following extensive discussion it was concluded that problems must first be identified through faculty meetings in each separate building. The lists of concerns identified were reviewed by the task force and divided in two groups—building concerns and district-wide concerns. The principals organized liaison groups within their buildings to deal with the building concerns. The task force prioritized the district concerns and began working on them.

A breakdown in communications was identified as the major cause for many of the concerns that existed. The following initiatives were taken for improvement:

- The superintendent's office provides a weekly news brief called "directline" to all personnel concerning job openings, inservice, meetings, activities, and other items of interest to personnel.
- Three-minute tapes related to special projects or programs in the schools are played on the local radio station to inform the public.
- A designated person takes notes during scheduled board meetings and distributes these "Board Briefs" to all personnel the following day.
- Open line radio program broadcasts for 30 minutes each day calls and questions about the schools.
- Parents are invited to visit the schools, meet with the principals, visit classes, and eat lunch.

- Parent-teacher conferences are emphasized with parents encouraged to meet with all teachers.
- Lay persons, students, and staff are involved in curriculum and testing reviews.
- Involvement, involvement, involvement on all major projects and issues.

Principal Brownlee goes on to report, "It is felt that a giant stride has been made toward positive attitudes. Students, parents, and school personnel have expressed a positive change which affects motivation. The task force will continue as an ongoing program working to improve the district-wide prioritized concerns and serving as a sounding board for a more humanistic approach to education. An old saying helps sum up our approach to motivation, 'United we stand, divided we fall'."

Comment:

The unification of community, staff, and administration in the Powell School District has effected the gratification of existing Love and Belongingness needs. The success enjoyed through the elimination of perceived problem areas has provided for the fulfillment of the Self-Esteem needs of the school-community organization in total. Having made great strides in these two common problem areas, the potential of this committee should be unlimited as long as a desire to fulfill higher needs comes about before general self-satisfaction disbands this work force.

North Quincy High School
Peter J. Chrisom, Principal

316 Hancock St.
N. Quincy, Mass. 02171

At North Quincy High School a course in teacher effectiveness training was offered to the faculty. The course served as inservice training for a teacher/adviser program which was to be implemented.

The purpose of this 10-week course was to enhance the listening, communication, and problem-solving skills of the staff. The specific skills were taught as well as practiced through the role playing of typical classroom situations.

Principal Chrisom reports on the results of the program used at North Quincy High School. He writes:

> The participants of the course felt the experience was valuable and relevant. Many could cite changes in both their professional and personal functioning as a result of learning the communication and problem-solving skills. The teachers who utilized the methods of the course in their classrooms received a positive response from their students. Some of the teachers took an advanced course in teacher effectiveness training on their own to further develop their skills.

Comment:

It is obvious that a program of this type promotes the fulfillment of two basic needs. The first is love and belongingness. Any time a group of teachers goes through an enjoyable experience together, a sense of unity and belongingness is developed. Also, by improving communication skills, teachers are in a better position to relate their feelings to those who are important to them, and thus enhance the love or belongingness of the relationship. Second, any time learning takes place or skills are noticeably improved, self-esteem is enhanced. It is further enhanced when one receives positive feedback such as that reported above.

John Marshall High School
Thomas M. Haynes, Principal

10101 East 38th St.
Indianapolis, Ind. 46206

Teachers at John Marshall High School in Indianapolis are practicing the concepts espoused in the book, *When Teachers Face Themselves.*[2] In fact, they are doing this on an annual basis since the implementation of a Teacher Self-Inventory of Instructional Effectiveness and Classroom Management by Principal Thomas Haynes. The self-inventory was administered after a specially formulated inservice program with department heads. The inventory, which consists of a checklist format covering 17 major areas and 66 sub-areas for self-evaluation, has been quite effective in enhancing motivation. Haynes reports:

> Teachers have developed a renewed awareness of the total instructional process and their primary mission which is to instruct youngsters in such a way that maximum learning does occur. This . . . has resulted in teachers working more diligently in the process of instruction.

Comment:

The format of the above program provides for the fulfillment of safety as well as the self-esteem needs of teachers. The establishment of a checklist containing 17 major and 66 sub-area expectations leaves no doubt in the instructor's mind what his role in the work situation is, and provides an increased sense of security.

The self-inventory or evaluation concept can be valuable in the fulfillment of the instructor's self-esteem needs if not misused. Although it may create a feeling of discomfort initially, it provides the instructor with a number of readily adoptable goals, the achievement of which will lead to self-esteem need gratification.

Christian Brothers High School
Brother Adrian Powers, Principal

5900 Walnut Grove Rd.
Memphis, Tenn. 38138

The concept of staff involvement is utilized fully at Christian Brothers High School in Memphis, Tenn. The plan utilized to provide motivation is based upon maximum teacher involvement in the planning of an annual two-day workshop, monthly faculty meetings, and departmental meetings. Staff

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2. Arthur T. Jersild, *When Teachers Face Themselves.* New York: Teachers College Press, Columbia University, 1955.

members are involved in the selection and recruitment of speakers and the development of groups for panel discussions. They serve as facilitators for small groups and participate in the development and preparation of filmstrips to be used during the workshop.

Brother Adrian maintains that these types of activities have definitely enhanced teacher motivation at Christian Brothers High School and reiterates the fact that ". . . The most important aspect of our meetings is the involvement of as many of our faculty members as possible in the planning as well as in the execution."

Comment:

Every knowledgeable administrator is aware of the need for inservice programs to update the knowledge, practices, and skills of teachers. Most administrators who have been involved in the planning and organization of inservice programs are also aware of the frustration that results when a program is received poorly by staff as "irrelevant" and a "waste of time."

It appears that the administration at Christian Brothers High School has found one way to deal with this problem. In the process they have made strides toward fulfilling two basic teacher needs. First, through almost total staff involvement they have enhanced the feeling of unity and belongingness as staff members work together toward a particular goal. Second, the successful achievement of that goal (a good workshop or staff meeting) provides gratification for the Self-Esteem needs of the individuals involved as well as the staff in total, not to mention the Self-Esteem gratification involved through the attainment of new knowledge of skills.

The Hissom Memorial Center — Sand Springs, Okla. 74063
Lee Rand Smith, Principal

To enhance teacher motivation, Smith indicates that the six practices listed below have been extremely successful. Their implementation has resulted in decreased teacher absenteeism, a decrease in discipline problems, improved professional and community relationships, and a very low teacher turnover.

The practices implemented are as follows:

1. Provision of professional staff skill development training in needed areas.

2. Staff involvement in diversified committee assignments and appointment of chairpersons.

3. Informative and regularly scheduled staff meetings with printed agenda.

4. Weekly written lesson plans with written feedback from the principal.

5. Avoidance, on the part of the principal, of overfamiliarity with staff members.

6. The support of the administration in establishing salaries above those of other area schools.

Comment:

Items 1 and 2 above, once again, provide gratification for the Self-Esteem and Love and Belongingness needs of teachers. Their involvement with each other within the organization provides a sense of unity and belongingness. Items 2 and 3 above are basic administrative practices which, under the right circumstances, may be effective in gratification of Safety needs of teachers. The security of knowing what is going on with the school situation and knowing that everyone will be treated fairly and equally (even though the demands may be great) provides for the Safety needs of any group functioning at this level. Item 4 may also provide for the Safety needs of some teachers. Knowing that he is prepared well to do a job can provide a good deal of self-confidence for the teacher. Item 6 above is an interesting one. A commonly cherished value is that money can gratify all needs. Most likely, however, it is for the self-esteem needs of the teachers.

Napoleon Community Schools — 201-21 West Ave.
George Harrison, H.S. Principal — Napoleon, Mich. 49261

Teachers at Napoleon High School experienced a four-day inservice program on Achievement Motivation. The Achievement Motivation Program, developed through the W. Clement and Jessie V. Stone Foundation in Chicago, is based upon humanistic psychological theory and provides a practical and realistic approach to self-initiated and desirable personal change. The program concentrates on four basic areas including Strength Identification, Needs Assessment, Value Clarification, and Goal Setting.

* Strength Identification consists of a series of small group sharing experiences culminating with the development of a Strength Profile for each member of the group.

* Needs Assessment consists of a series of exercises based upon Maslow's Hierarchy of Needs designed to provide the individual with some idea of what needs have been dominant in his life experience and where on Maslow's hierarchical scale he is presently functioning.

* Value Clarification consists of an exploration of what values are, where they come from, how they affect our decisions and our lives. A series of activities is utilized to assist the individual in clarifying his own values and to test those values in resolving hypothetical life conflicts.

* Goal Setting consists of the teaching/learning of the steps involved in and the value of goal setting to the success and self-esteem of the individual.

Comment:

The Napoleon inservice program, the basis for a doctoral dissertation at the University of Michigan, resulted in statistically significant improvement in the test areas of teacher self-concept, teacher perception of their immediate supervisor, teacher attitude toward their place of employment in general, and the amount of effort teachers were willing to expend above and beyond contractual obligations for the benefit of the school.

Hauppauge High School — Lincoln Blvd.
Richard N. Suprina, Principal — Hauppauge, N.Y. 11787

At Hauppauge the principal provides the opportunity to staff members to help define their annual objectives for professional improvement. This approach allows teachers to achieve personal goals when these goals are also related to their performance as teachers. As the year passes, the status of these goals is discussed periodically with individual teachers and adjustments made as needed. Dr. Suprina believes this plan "enables us to manage the building and staff more professionally, while at the same time it provides the opportunity to help faculty members help themselves." The result is an informed and a motivated person, an effective teacher for students.

Irvine High School — Irvine, Calif. 92664
Dean Waldfogel, Principal

The organization developed for decision making at Irvine High School is based upon four concepts:

- All persons affected by a decision should have the opportunity to shape it.
- Involvement in the decision-making process creates understanding and commitment.
- Better decisions result when an attempt is made to reach a consensus of the best thinking of all those participating.
- People in all levels of the organization can be trusted.

The primary decision-making body of the school is the Program Improvement Council. Upon identifying school needs and goals, the PIC assigns tasks, sets timelines, prepares design criteria, receives recommendations, and makes final decisions. Major responsibilities include:

- adoption of new programs
- approval of new policies
- school-wide needs assessment
- long-range planning and goal setting
- adoption of annual expenditure plan
- approving and monitoring recommendations of the SIP task forces.

Membership on the PIC includes: (1) the principal, (2) one unit (subschool) principal, (3) one staff member from each of the three school units and two elected at large, (4) one student from each unit and one elected at large, (5) four parents who also serve as liaison with the School Advisory Forum, (6) one noncertificated staff member.

By involving teacher representatives in the central decision-making body, Principal Waldfogel believes the result is improved teacher motivation as well as better decisions for the school.

These programs all are valuable in fulfilling teacher needs and thus in enhancing teacher motivation. The modern principal must display a constant sensitivity and responsiveness to the needs and values of his teachers. By doing so and utilizing this information in the goal-setting process he assures students that their instructors will be motivated professionals dedicated to motivating their students.

This *Practitioner* was developed by Timothy G. Quinn, formerly the principal of Napoleon High School and currently assistant superintendent of Napoleon Schools, Napoleon, Mich. 49261. The author has developed a list of specific actions that administrators may take to fulfill teacher needs at each level. This information may be requested directly from Dr. Quinn at no cost to NASSP members.

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